DOCUMENT RESUME

ED 084 188 SO 006 474

AUTHOR Sandman, Sonya B.
TITLE The Henrietta Szold Institute. The National Institute for Research in the Behavioral Sciences. Supplementary Report of Activities. January 1970 to June 1972.
INSTITUTION Henrietta Szold Inst., Jerusalem (Israel).; National Inst. for Research in the Behavioral Sciences, Jerusalem (Israel).; Ruth Bressler Center for Research in Education, Jerusalem (Israel).
PUB DATE 73
NOTE 83p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Behavioral Science Research; *Behavioral Sciences; *Comparative Education; *Educational Research; Institutional Role; Nonformal Education; *Publications; Reports; Research Projects; Research Proposals; School Community Relationship; Social Welfare; Vocational Education
IDENTIFIERS Henrietta Szold Institute; Israel

ABSTRACT

This report summarizes the projects, recent studies, and studies in the planning stages at the Henrietta Szold Institute for the period of January 1970 to June 1972. The Institute has been involved in coordinating research in the field of human behavior with special emphasis on children, advising the Israeli government, and stimulating activities in community development. The studies discussed in this report are divided into two sections: completed studies (thirteen) and current studies (33). Completed studies have covered such topics as "Follow-up of Female Graduates of Three- and Four-Year Vocational Schools," and "Growth and Development of Children from Various Social Strata and Ethnic Groups." Current studies are being done on such topics as "International Evaluation of Education," and "Values in Israeli Education." A list of proposed research projects, research reports, and recent publications concludes the report. (A related document is SO 006 473.) (KSM)

FILMED FROM BEST AVAILABLE COPY

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

ED 084188

SP 006 474

THE HENRIETTA SZOLD INSTITUTE

THE NATIONAL INSTITUTE FOR RESEARCH IN THE BEHAVIORAL SCIENCES

THE RUTE BRESSLER CENTER FOR RESEARCH IN EDUCATION
JERUSALEM

ED 084188

SUPPLEMENTARY REPORT

OF

ACTIVITIES

January 1970 to June 1972

THE HENRIETTA SZOLD INSTITUTE
NATIONAL INSTITUTE FOR RESEARCH
IN THE BEHAVIORAL SCIENCES

Prepared by: SONYA B. SANDMAN

Photographs: Courtesy of Government Press Office, Tel Aviv

Cover: Sarah Bartai

Published by
Bezalel Tcherikover, Publishers, Ltd.
Printed in Israel
1973
Shamgar Press, Tel Aviv

CONTENTS

	page
Board of Directors	7
Staff	9
INTRODUCTION	11

COMPLETED STUDIES (13)

1. The Relative Importance of Home and School in Promoting Cognitive Abilities in Young Children from Low Sociocultural Strata	13
2. Teaching Reading in Kindergarten at Five Years as an Additional Medium in Upgrading Culturally Disadvantaged Children	15
3. Follow-Up of Female Graduates of Three- and Four-Year Vocational Schools	17
4. Examining Educational Achievements and Learning Motivation in the *Merhavim* Region	20
5. Growth and Development of Children from Various Social Strata and Ethnic Groups	29
6. Intellectual Development of Kibbutz-Born Children of Oriental (Middle East and North Africa) Origin	30

CURRENT STUDIES (33)

7. KEDMA — Parent-Kindergarten Teacher Discussion Groups	33
8. Children in Israel: Some Social, Educational, and Economic Perspectives	34
9. Results of Final Examinations in Vocational and Technical Schools	37
10. International Evaluation of Education	38
11. Evaluating the Special Programs of Jewish Awareness and Jewish Identity	39
12. Surveying the Program for Social Education	41
13. Values in Israeli Education	42
14. Homework and its Place in the Secondary School System	43
15. A Follow-Up Study of Juvenile Offenders	45
16. Evaluating Treatment of Juvenile Delinquents in Israel	47

page

17. Studying the Leadership in GADNA 48
18. Evaluating and Classifying Candidates for Missions to the Diaspora 49
19. Enhancing the Effectiveness of Kibbutz Ulpanim 51
20. Different Action Models to Absorb Immigrants from Different Cultures and Socioeconomic Backgrounds 54
21. Absorbing Older Olim 55
22. Merk'zei Noar (Youth Centers) 57
23. Participation of the Development Areas' "Second Generation" in Religious Studies 59
24. Motivating Female Students to Study Technological Subjects 60
25. Internal Relations in a Factory Setting 63
26. Survey of Working Methods of Guidance Counsellors and Educational Psychologists 65
27. Israel Information Retrieval Center of Research in the Behavioral Sciences 69
28. Survey of World Educational Literature 70

PROPOSED RESEARCH PROJECTS 73

RESEARCH REPORTS 75

RECENT PUBLICATIONS 77

BOARD OF DIRECTORS

Julia Dushkin, *Hadassah Council in Israel, Honorary Chairman*

Esther Reifenberg, *Hadassah Council in Israel, Chairman*
Nechama Makover Barzilay, *Ministry of Health**
Shevach Eden, *Ministry of Education and Culture*
Miriam Granott, *Member-at-Large*
Rachel Kagan, *Honorary Chairman of WIZO*
Leah D. Landau, *Hadassah Council in Israel*
Aharon Langerman, *Ministry of Social Welfare*
May Merom, *Pioneer Women*
David Shaari, *Youth Immigration Department, Jewish Agency*
Zippora Shneidman, *Ministry of Education and Culture*
Chana Silberthal, *Ministry of Social Welfare***
Mamie G. Gamoran, *Member, National Board of Hadassah, New York, Chairman for the Szold Institute (until November 1970)*
Gisela Wyzanski, *Member, National Board of Hadassah, New York, Chairman for the Szold Institute (since November 1970)*

* Resigned

** Deceased

STAFF

Institute Director
Dr. CHANAN RAPAPORT [1]

Acting Director: Dr. Yisrael Lache [2]
Administrator and Legal Advisor: Yochanan Levine
Treasurer and Chief Accountant: Esther Nahari

SENIOR RESEARCHERS

Dr. Natan Bergstein
Dr. Rami Carmi [3]
Dr. Isaiah Guttman [3]
Dr. Tamar Horowitz
Dr. Arieh Lewy **
Dr. David Shichor [2]
Dr. Albert Silver [4]
Dr. Sarah Smilansky [2]
Dr. Eva Rosenfeld
Dr. Nechama Nir **

RESEARCH STAFF

Ruth Ashni
Shlomo Arad
Rina Doron *
Eva Frenkel
Margalit Ganor
Yaacov Habib
Witold Jedlicki
Todd Jick
Shulamit Klaus
Ron Lahav
Bilha Levine
Beatrice Mann
Mrs. E. Shani (Nitzan)
Rita Sever
Leah Shefatiah
Adrian Tome
Delia Zomer *

1 On leave, 1972-73
2 Member, Tel Aviv University faculty
3 Member, Bar Ilan University faculty
4 Member, Hebrew University faculty
* Resigned
** Visiting Senior Researcher

PUBLICATIONS

Dr. Moshe Lisak, Editor-in-Chief, *MEGAMOT*
Yona Bukovitz, Assistant to the Editor
Miriam Glickson, Editor, *SURVEY OF WORLD EDUCATIONAL LITERATURE*
Yosef Oren, Editor, *B' AD V' NEGED*
Chana Weiner Ravin, Editor, *YOUTH PUBLICATIONS*

LIBRARY AND INFORMATION RETRIEVAL CENTER

Shoshana Langerman, *In-charge*

Dr. Ilya Stanciou
Sarah Albright
Hanna Bing *
Tirza Gaziel

ADMINISTRATION

Rina Kraus *
Ruth Silverman

Shoshana Weinfeld, *Secretary to the Director*

* Resigned

INTRODUCTION

In 1941, Henrietta Szold founded the Child and Youth Welfare Organization to co-ordinate the activities of public and voluntary child and youth welfare services. Under her guidance, the organization fostered research on various aspects of child and youth welfare and was responsible for progressive legislation.

After her death in 1945, the organization was renamed the Henrietta Szold Foundation for Child and Youth Welfare and continued to be affiliated with the National Council of the Jewish Community in Palestine.

With the establishment of the State of Israel in 1948, the Foundation became autonomous, to be known as the Henrietta Szold Institute and governed by a board of directors whose members represented the Ministries of Education and Culture; Health; Social Welfare; HADASSAH (Women's Zionist Organization of America); ALIYAT HANOAR (Youth Immigration Department of the Jewish Agency); and public organizations.

In 1960, to mark the centennial of Miss Szold's birth, the Institute was recognized as the NATIONAL INSTITUTE FOR RESEARCH IN THE BEHAVIORAL SCIENCES.

Past Directors of the Institute have included Dr. A. Ephrat (1941-46); Dr. M. Itzkowitz (1946-48); Professor C. Frankenstein (1948-53); and Professor M. Smilansky (1953-64).

The Henrietta Szold Institute plans, coordinates, and carries out research studies, projects, surveys, and experiments on cultural, educational, psychological, social, and socio-economic problems for Government of Israel ministries, the Jewish Agency, and non- Israeli institutions like the Ford Foundation, the United States Department of Health, Education, and Welfare, and UNICEF.

In its role as advisor and counselor to the government, the Institute evaluates and reports on the state of Israel society to the *KNESSET* (Parliament), government min-

istries, policy-making bodies, and the general public.

The Institute publishes *MEGAMOT* (Trends), Israel's leading quarterly in the behavioral sciences; the bimonthly magazine, *B'AD V' NEGED* (Pro and Con), a collection of articles on social and political topics; and prepares a survey of world-wide educational literature for the Ministry of Education and Culture (see page 70).

A recent undertaking is an information retrieval center of research in the behavioral sciences. Details about the center appear on page 69.

Dr. Chanan Rapaport has been the Institute's director since 1965. Approximately 40 researchers representing the fields of anthropology, clinical psychology, criminology, developmental psychology, educational administration, educational psychology, experimental psychology, political science, social psychology, and sociology make up the Institute's permanent staff. Specialists from Israel or abroad may also be recruited for a particular research project.

The Institute is housed in the Ruth Bressler Center for Educational Research, Kiryat Menachem, Jerusalem.

COMPLETED STUDIES

1. THE RELATIVE IMPORTANCE OF HOME AND SCHOOL IN PROMOTING COGNITIVE ABILITIES IN YOUNG CHILDREN FROM LOW SOCIOCULTURAL STRATA.

*Principal Investigator**: Dr. Sarah Smilansky
*Research Coordinator**: Leah Shefatiah
Supported by: United States Department of Health, Education, and Welfare.

This study investigated the possibility of involving culturally disadvantaged parents in upgrading their children's scholastic and intellectual achievements, in addition to the work done by the school or kindergarten.

A 1966 pilot study clarified methodological and theoretical problems related to working with parents. A limited sample of parents of kindergarten children received materials and guidance every second week so they could offer their children at home different types of intellectual activities; for example, reading stories, counting, sorting pictures, etc. While culturally disadvantaged parents wanted to cooperate in these tasks and were able to raise a child's achievement level in certain well defined areas, they could not bring their children's I.Q. above the level of the control group, for whom promotional work was done only in the kindergarten.

The study itself began in 1967-68, when the children were in kindergarten. Field work was completed in June 1970, when the children had finished second grade. Additional time was devoted to summarizing the data and reporting the findings.

* Unless otherwise indicated, principal investigators and research coordinators are permanent members of the Institute staff.

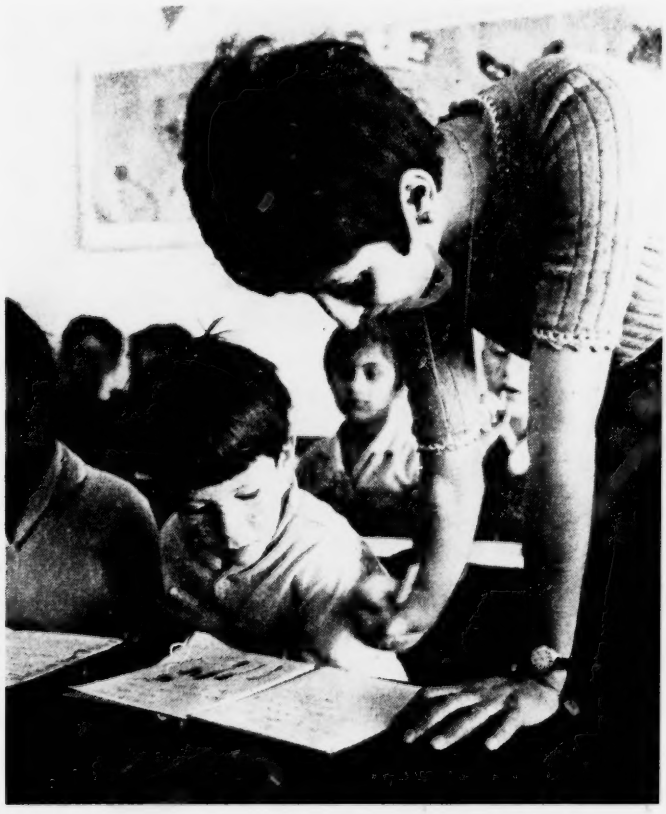
The experimental sample came from a low sociocultural neighborhood. Parents of 80 children out of a group of 125 agreed to cooperate. Children from a similar neighborhood served as the control group. Both experimental and control children received reading instruction in kindergarten as well as other promotional activities. Parents of the experimental group received materials and guidance on reading instruction and other promotional activities.

First-year findings indicated moderate cooperation, significant reading achievements, but no effect on I.Q., as compared to the control group.

2. TEACHING READING IN KINDERGARTEN AT FIVE YEARS AS AN ADDITIONAL MEDIUM IN UPGRADING CULTURALLY DISADVANTAGED CHILDREN.

Principal Investigator: Dr. Sarah Smilansky
Research Coordinator: Leah Shefatiah
Supported by: Ministry of Education and Culture; The Ford Foundation.

This study examined the relative contribution of the following variables in promoting cognitive abilities imparting



information, developing reading comprehension, and modifying attitudes (essential for elementary school success) in youngsters from low sociocultural backgrounds:

a. time to teach reading-in kindergarten or first grade;
b. global or phonic method;
c. regular Israel kindergarten program or a directive approach designed especially for culturally disadvantaged children.

Different combinations of the variables were applied from kindergarten through second grade in five neighborhoods similar in their ecological components.

Sixty-eight classes made up the sample. The first year of the study, 1966, was devoted to plans and preparations. The children completed kindergarten in 1967-68, and second grade in 1970.

FINDINGS FROM FIVE INTERIM REPORTS

Culturally disadvantaged children profited considerably from an early start in reading. At the end of the second grade, they scored higher than the control group in reading comprehension, spelling, general achievement, and time concepts. Culturally advantaged children profited less from an early start in reading. They reached the same level as their controls in reading comprehension and spelling and were superior only in general achievement. Teaching methods in reading did not influence the outcome. The directive approach of intellectual promoting yielded better results at the end of kindergarten; at the end of grades 1 and 2, there were no differences.

The following variables from 150 additional first and second grades were studied to evaluate their effect within the classroom setting on the children's academic achievements:

1. number and sex of children;
2. percentage of Oriental children;
3. father's level of education;
4. education, experience, marital status of teachers.

3. FOLLOW-UP OF FEMALE GRADUATES OF THREE — AND FOUR — YEAR VOCATIONAL SCHOOLS

Research Coordinator: Rina Doron
Supported by: Ministry of Education and Culture.

This research study examined the ratio of female graduates who work at the profession they studied at vocational schools to discover the factors influencing their continuing in, or dropping out of, their vocation.

The decision to follow females exclusively was based on the assumption that in continuing with their profession, female workers are influenced not only by training and socioeconomic factors (as is true of male workers), but also by their family situation and attitudes of husband and family toward working wives.

New employment opportunities currently available to women permit them to penetrate professions once considered exclusively male, including, for example, electronics, food and textile industries, mechanics, photography.

Although the ratio of women in the Israel labor force rose from 26.1% to 29.7% between 1959-69, it is still lower than France, the United Kingdom, the United States, or the Soviet Union.

The availability of cheap labor-saving devices in the home makes it possible for women, especially with grown children, to work. Problems involved in holding a job outside the home include a sick child, differences between school and office hours, and employers who fear that young married women will become pregnant and leave. Few women work as economists or engineers. Attitudes of family and friends influence a woman's decision to enter the labor market. Israel is a land of immigrants from different cultures who have different attitudes about working. East Europeans take working women for granted, while those

from the more traditional backgrounds of Asia and Africa believe a woman should work for economic reasons only.

The follow-up population was composed of 1,062 females who graduated from 23 vocational schools in 1962 and 1964 (because of recent changes in course content and structure of Israel's educational institutions, the study did not involve earlier graduates). The graduates were approximately 21-22 years old at the time of the research.

Graduates were asked, *inter alia*, how and when they chose their particular vocation; why they remained at or left their chosen profession; what were their own and their family's attitudes towards working women; was their anticipation of finding work in the field they studied realized, etc.

SELECTED FINDINGS

Fifty-three percent of the 1962 and 1964 graduates continued to be employed in their professions 5-7 years after finishing vocational school.

Ratio of continuers was higher among: the 1964 graduates; graduates of four-year schools; graduates who took additional courses in their field of study; graduates in applied art, clerical subjects, and drawing; graduates who decided on their field of study relatively late (after the first year); graduates living in Israel's southern region, and Jerusalem and its suburbs; girls whose mothers' education was defined as "relatively low"; whose families are relatively old-timers in the country; who believe in mothers working; graduates whose husbands and mothers have positive attitudes towards their working; graduates whose anticipations about finding work were fully realized.

No difference was found in rate of vocational continuity among graduates whose fathers came from different countries.

Median income of the continuers is higher than that of the drop-outs.

Variables closely associated with professional continuity

were place of residence; year of graduation; type of community; field of study.

Variables most closely associated with a girl going out to work were husband's attitude (as seen by his wife) towards her work and family situation.

Of the continuers, approximately 57% work in their own or related fields; 40% are in teaching or guidance, and 3% are studying in higher education institutions.

More graduates of three— than four-year schools teach, a fact likely to have an adverse affect on the quality of teaching.

Of the drop-outs, part of them remain at home satisfied with being housewives, and part enter other vocational fields.

Girls who enter other vocational fields continue to be employed in fields traditionally considered "feminine," i.e., clerical, teaching (including kindergarten), nursing, housemothers. Despite the fact that industrial occupations are open to women, it is surprising that vocational/technical schools still train girls for traditionally "feminine" occupations. Would it not be better to consider new possibilities for women and direct them to those professions while they are studying in vocational schools?

Most of the graduates reported that their parents (84% of the mothers, 72% of the fathers) had positive attitudes toward their working.

The longer the parents had been established in the country, the greater was their tendency to react positively to their daughters working.

Parents who had little education opposed their daughters working.

An unusual finding concerned the relationship between parents' occupations and their attitude towards their daughter working. Both fathers and mothers in the liberal professions revealed negative attitudes towards their daughters working. This phenomenon needs to be studied, since it

is possible that the lack of satisfaction in these instances is influenced by salary and professional status considerations and not by opposition *per se* to their daughter working.

The principal hypothesis evolving from the findings: reasons for continuing in the profession or dropping out of it are connected to a great extent to the reasons married women enter the labor force. These reasons must be sought against a background of economics and intra-family relationships.

Therefore, questions must also be asked of the husbands, to understand the connection between their background variables and their attitudes towards women working, married women and mothers working, and in particular, their own wives working. Additional research is necessary to test these hypotheses.

4. EXAMINING EDUCATIONAL ACHIEVEMENTS AND LEARNING MOTIVATION IN THE MERHAVIM REGION

Principal Investigator: Dr. Tamar Horowitz
Research Coordinator: Eva Frenkel
Supported by: Regional Council, *MERHAVIM*

MERHAVIM is Israel's entire southern agricultural area. Its settlers arrived in the 1950's from Egypt (Karaites), Iraq, Kurdistan, Morocco, Tunis, and Yemen, and still maintain their separate ethnic identities. Agriculture is their primary source of income. Economic conditions have remained static, and there has been no significant migration out of the region. The inhabitants are rather isolated and cut off from social or cultural interaction with any large urban area. The educational level of the parents is relatively

low, since most of them have not had any formal instruction beyond primary school.

This research project examined the cumulative effect of the region's educational framework on pupils' achievements, their adaptability, motivations, and employment patterns

after they finished school, and described the following critical time periods during the learning process:

First grade = when a transition from one kind of educational framework (kindergarten) to another (primary school) takes place, at the same time that the transition from one social and intellectual developmental stage to another is psychologically significant.

Fifth grade = although less significant psychologically and socially than grade 1, it is important educationally, since it marks the end of one and the beginning of another primary school cycle. In the village, it means that pupils have to transfer from the local to the regional school.

Ninth grade = here, the transition from primary to post-

primary school occurs simultaneously with the psychologically significant period of adolescense.

The sample included pupils from grades 1, 5, and 9 of *Merhavim* schools, and the 1966-67 high school classes.

Pupils from a municipal suburban school whose majority population was of Asian-African background and a moshav school from the mountain area surrounding Jerusalem served as control groups.

RESEARCH TOOLS

I. *Testing intelligence and achievement*
   Wechsler Intelligence Test (verbal): grade 1
   Edjeldt Test of Opposites: grade 1
   Reading Test: grades 1, 5
   Milta Intelligence Test: grade 5
   Psychotechnic Tests: grade 9

II. *Testing adaptability*
   Adaptation questionnaire, based on teacher's evaluation of pupils, to teachers of grades 1, 5, 8

III. *Testing learning motivation*
   a. Attitude questionnaire towards school and class: grade 9
   b. Two scales from the California Psychological Inventory to test achievement motivation: grade 9 and 1966-67 graduates
   c. J. Kahl's Scale of Tradition vs. Modernism: to 1966-67 graduates

IV. *Testing student's perception of, and attitudes toward, social stratification of Israel society*
   Attitude questionnaire: grade 9 and 1966-67 graduates

V. *Measuring aggression and submissivenes:* grade 5 and 9

SUMMARIES OF DATA

GRADE ONE

1. According to the kindergarten teacher's evaluation, the children had no special problems.
2. Half of the children shared a bed with another family member.
3. Most of the children came from large families.
4. According to the Wechsler Intelligence Test, half of the children, except those from Kibbutz *Urim*, scored below the norm. No kibbutz child scored below the norm.
5. Both among *Merhavim* and control children, there was no connection between country of origin and Wechsler Intelligence Test results.
6. There was a connection between the number of children in the family and low achievements in the Wechsler Intelligence Test.
7. In the reading test, about half of the children from *Merhavim*, but only 13% of urban school pupils, fell below the norm of disadvantaged children.
8. Also in the reading test, there were no indications of differences between children of different countries or between boys and girls.
9. In the adaptability index, greater numbers of children scored either high or low rather than closer to the average.
10. Children from Iraq, Kurdistan, and Persia showed higher adaptability than children from Egypt, Morocco, or Tunisia.
11. There was a significant statistical connection among Wechsler Intelligence, reading, and adaptability tests.

GRADE FIVE

1. Persian and Yemenite students were the dominant group.
2. Students' families averaged 7-9 children.
3. On the Milta Intelligence Test, 23%-28% of *Merhavim*

pupils, 18% of municipal suburban school pupils, and 63% of pupils in the rural mountain region scored below the norm.

4. There was no significant connection between family size and the intelligence test results. However, most of the pupils came from large families (7-9 persons).

5. A comparison between the reading and intelligence tests' scores of *Merhavim* and the two control groups reveal a similar pattern. Municipal suburban students achieved better than *Merhavim* students; *Merhavim* students achieved better than rural children. It was noteworthy that in comparison with the norm, reading achievements were relatively higher than intellectual achievements.

6. A comparison of aggressiveness/submissiveness tests' results revealed significant differences among some of the schools in the *Merhavim* region. Children from Egypt, Iraq, Kurdistan, Persia, and Yemen were less aggressive than those from Tunis. More boys than girls displayed aggressive traits, but there was no great difference in submissiveness between the sexes.

GRADES 8-9*

1. During the last five years, *Merhavim* children have not demonstrated any outstanding change in their scores on the *SEKER* (eighth-grade survey examination).

2. Average *SEKER* marks in *Merhavim* were lower than the averages of the southern region and groups in the established moshav and cities.

3. *Merhavim* pupils scored higher than rural mountain region children on the *SEKER* but similar to children from the municipal suburb.

4. *Merhavim* students scored better on the "Belonging"

* From *Eshel Hanassi*, the regional agricultural high school, and others.

and "Understanding" subtests than municipal suburban children.

5. *Merhavim pupils'* principal difficulties were on "arithmethic" and "geometry" subtests.

6. Psychotechnic examination results of *Merhavim* were lower than the mean.

7. On the verbal intelligence test, children from Egypt, Iraq, Kurdistan, and Persia, scored higher than children from Morocco and Yemen.

8. Children from Egypt and Morocco exhibited lower adaptability than children from other ethnic backgrounds.

9. Children who studied in *Eshel Hanassi* demonstrated a greater range of achievements in various indices than children from other schools, where the number of children with relatively higher achievement scores was larger.

10. There were no significant differences on the CPI among different groups of *Merhavim* children.

11. In classes at *Eshel Hanassi,* where only *Merhavim* and outside children study, *Merhavim* children were more popular. However, kibbutz children were the most popular when all three groups were in the same class.

12. Although *Eshel Hanassi* teachers gave higher marks on the average than teachers in other schools, the children who studied there were less satisfied with the school than the children of other schools.

13. Ninth-graders saw themselves as belonging to the middle stratum of society.

14. Most ninth-graders believed that learning is the determining factor in Israel's stratification.

15. Ninth-graders believed that doctors, lawyers, and army officers are the three most important professionals in Israel society.

16. One-third of the ninth-graders would like to leave their kibbutz or moshav.

GRADUATES*

1. A large percentage of primary school graduates continued beyond grade 9, and their number is increasing.

2. All the students who did well in the *SEKER*, as well as a considerable number who did not, continued their studies.

3. Most boys and girls who were dismissed from school work at unskilled or semi-skilled jobs.

4. The CPI on 1967 graduates showed no significant motivational differences between the sexes, between children from different countries of origin, or between those who passed or failed the *SEKER*.

5. Most students tended to be modern rather than traditional.

6. Graduates said that relations with their parents and teachers were generally normal.

7. Both boys and girls admitted they had difficulties in English, Hebrew, and mathematics, but made no systematic effort to overcome their problems.

8. A number of dropouts said that if they had received help in the subjects they found difficult, they would have made an effort to overcome their problems and continue studying.

9. 1966-67 graduates believed that every Israeli can improve his lot in life; they considered themselves as belonging to the middle stratum of Israel society.

10. According to 1966-67 graduates, the respected professions are law, medicine, engineering, and heading the local council.

SUMMARY OF FINDINGS

When they entered school, *Merhavim* children scored lower on intelligence tests than suburban children, but were equal to rural children.

* From academic years 1965-66, 1966-67, 1967-68, 1968-69.

Progress relative to their success began with the intelligence test in grade 5 and the *SEKER* in grade 8.

In grades 5 and 8, the average of *Merhavim* children surpassed that of the rural region children, and to a great extent was similar to that of the municipal suburb.

There was a connection between family size and low achievements in intelligence tests. Noteworthy was the high percentage of analphabetic parents. Many of the children did not sleep in a bed by themselves. Hebrew was neither the principal nor only language spoken at home.

In grades 1, 5, and 9 there was a correlation between the *SEKER* and other examinations. However, there was no indication of success in one area and failures in others.

Merhavim children did not deviate from their test averages. They experienced special difficulties in arithmetic and geometry on the *SEKER*.

The graduates manifested a remarkable trend towards continuing their education. Even a considerable number who did poorly in the *SEKER* remained in some sort of educational setting. This did not mean that all or even a majority finished four years of high school. As a matter of fact, very few reached the matriculation examination *(BAGRUT)*.

Merhavim graduates did not consider themselves discriminated against in terms of social status. Although they believed education to be the principal factor in social advancement, they saw themselves as belonging to the middle stratum. They were content with their social status and saw no gap between their status and their expectations.

Merhavim graduates described themselves as modern. There were no unusual differences between army units from *Merhavim* and others. Most *Merhavim* girls did not serve in the army.

The students' attitude towards *Eshel Hanassi* school was critical and aggressive, although the objective data did not explain this. *Eshel Hanassi* pupils demonstrated a great

variety in terms of achievements in their studies and the *SEKER*. The average level of marks was higher than in other schools. Yet, the feeling of discrimination towards students who continued their post-primary education in other schools was expressed as a lack of satisfaction with the school. In spite of this, the school drop-out rate was low. According to sociometric tests, Kibbutz *Urim* children were the most popular at *Eshel Hanassi*.

CONCLUSIONS

Merhavim children came from culturally disadvantaged families, and their parents have had little or no education.

They experienced difficulties in learning situations, generally in terms of language and motivation. They were ill-prepared to begin school. The kindergarten, forced to compensate for the children's lack of experience in their rural setting, could not make up the gap.

The language achievements of *Merhavim* children were low compared to city children but above those of village children. Achievements in mathematics also needed to be improved.

Merhavim children realized the value of education in relation to social advancement, but there was a gap between the level of aspiration and the ability to fulfill that aspiration. They did not know how to overcome their lag in one subject or another during the learning process.

5. GROWTH AND DEVELOPMENT OF CHILDREN FROM VARIOUS SOCIAL STRATA AND ETHNIC GROUPS

Principal Investigators: Drs. Sarah Smilansky; Z. Shamir, Hadassah-Hebrew University School of Medicine; S. Taustein, Ministry of Health

Research Coordinators: Eva Frenkel and Leah Shefatiah

Supported by: The Children's Bureau, United States Department of Health, Education, and Welfare, in cooperation with the Hadassah-Hebrew University School of Medicine and the Ministries of Health and Welfare

GOALS

1. Study the emotional, intellectual, physical, and social aspects of the growth and development processes of Israeli children from various social classes and ethnic groups in different surroundings.

2. Investigate within these groups the formation, extent, nature, and onset of an intellectual lag.

3. Relate growth processes and child-rearing to social and cultural backgrounds.

4. Compare the relationship of physical growth and development to intellectual growth and development.

Sample included 250 families of Asian-African origin and 250 families of European background. Within each group there were families from high, middle, and low socioeconomic levels. The children were followed from birth to 5 years. All the children have reached the fourth grade.

Data were collected from interviews with the mother from the time of pregnancy; regularly scheduled medical and psychological examinations; and observations of mother and child.

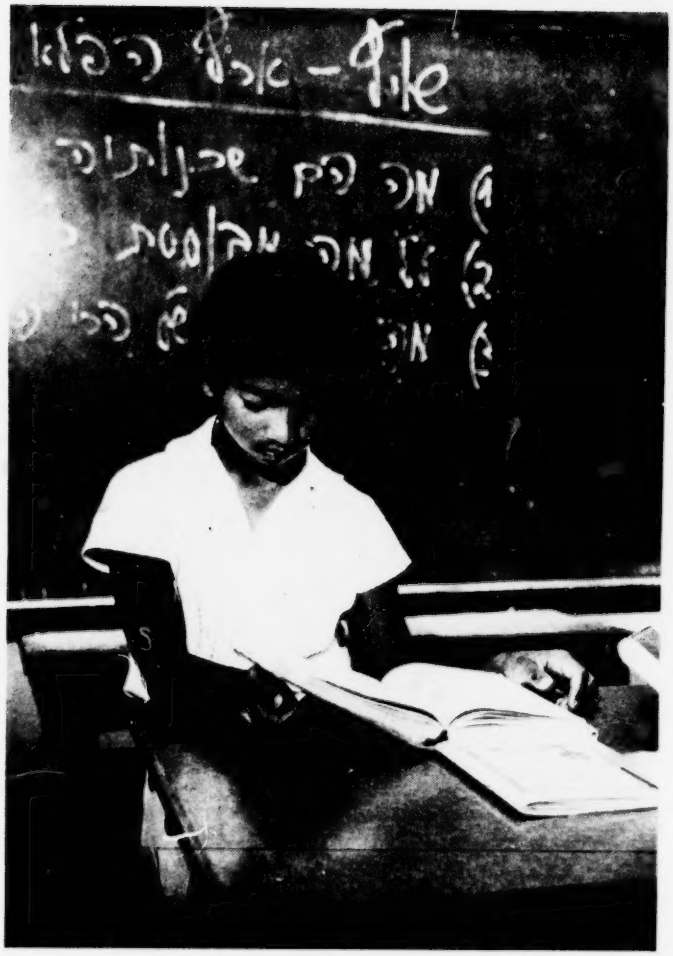
No additional funds are presently available for processing.

6. INTELLECTUAL DEVELOPMENT OF KIBBUTZ-BORN CHILDREN OF ORIENTAL (MIDDLE EAST AND NORTH AFRICA) ORIGIN

Principal Investigators: Drs. Moshe* and Sarah Smilansky
Supported by: The Ford Foundation, for the educational authorities of the Kibbutz movement

This research project investigated the intellectual level and scholastic achievement of Asian-African children born and educated on *KIBBUTZIM* (collective settlements) where environmental conditions, as a function of the kibbutz educational system, were maximally equalized, and children

* A director of the Henrietta Szold Institute from 1953 to 1964, Dr. Moshe Smilansky is presently Professor of Education at Tel Aviv University.



received intensive care from birth to maturity in special houses.

In the study's first stage, individual intelligence tests were given to approximately 1,500 4 to 14 year-olds having

at least one parent born in a Middle East country, and matched with a like number of children of European origin.

In the second stage, a battery of group tests was administered in 18 kibbutzim to all 10 to 14 year-olds.

Data have been collected, and processing has begun. Initial findings indicated that the education level of both European and Oriental parents has an effect on their children's I.Q., but country of origin does not.

CURRENT STUDIES

7. KEDMA — PARENT-KINDERGARTEN TEACHER DISCUSSION GROUPS

Principal Investigators: Drs. Yisrael Lache and Nechama Nir
Research Coordinator: Todd Jick
Supported by: Ministry of Education and Culture

This study is collecting data on the socialization processes of various ethnic communities in Israel.

Research sample includes 12 groups of 35 parents each of both disadvantaged and privileged kindergarten children who meet with the kindergarten teachers. Discussions during the meetings are taperecorded, and parents are also requested to complete a questionnaire.

The researchers are looking for changes in the parents' self-esteem, their awareness regarding their ability as educators, their own ethno-cultural background, and their value-education and educational didactic activities, and are attempting to effect changes in the teachers' attitudes toward their profession, the child, his family, and cultural background.

Data are currently being processed.

8. CHILDREN IN ISRAEL: SOME SOCIAL, EDUCATIONAL, AND ECONOMIC PERSPECTIVES

Principal Investigator: Yaacov Habib, *Machon* Falk

Supported by: Planning and Research Division, National Insurance Institute, with the participation of the Planning Department, Ministry of Education and Culture, and The Demographic Center, Prime Minister's Office

Social services are full-range assistance programs designed to prepare individuals for participation in the economic, social, or political process and assist individuals who encounter special difficulties in adjusting to the roles they are required or wish to perform.

This report defines the needs of Israel's network of institutions producing and allocating social services, as follows:

1. generate, organize, and report the basic data and information required to evaluate the nation's social condition and the suitability of its present social policies;

2. by means of these data, analyze trends and forecast future developments; evaluate the alternatives, constraints

and conflicts confronting social policy; determine criteria for assistance that are objective, uniform, and consistent with available resources and established priorities;

3. guarantee, under an efficient administrative system, that determined objectives and criteria will be implemented effectively, distinguish between the eligible and non-eligible, and identify the hard to reach.

It seeks to provide the necessary information for improving existing approaches, anticipating social trends, and evaluating, and planning effective social policies.

First, the report describes the socioeconomic conditions (ethnic origin, place of residence, family size, parents' education, consumption levels, and housing density) of 840,000 urban Jewish children. Special emphasis is placed on examining the extent and composition of the vulnerable population. "Vulnerability Traits" are defined as follows: the head of the family has had seven years or less of schooling; there are four or more children in the family; there are three or more persons per room; the per capita monthly consumption level is less than IL 143; extent of vulner-

ability is determined not only by possession of individual traits but also by combinations of traits, each of which contributes to the child's vulnerability.

Secondly, the study focuses on the degree of socioeconomic inequality among children from different ethnic backgrounds, the gaps in consumption levels and housing density, the activity patterns of children, ages 14-17, (studying, working, or neither) the ratio of 3- and 4-year olds from "vulnerable" and more privileged groups attending kindergarten, etc.

SELECTED FINDINGS

While only 11% of the families have four or more children, 39% of the children in the study belong to these families. Eighteen percent of all children come from families with six or more children.

Twenty-five percent (200,000) of the children live three or more persons per room; 15% of the children live four or more persons per room.

Twenty-five percent of the children live below the poverty line, their average monthly consumption being IL 111.

Forty percent of the children have fathers with seven years or less of primary school.

Twenty percent of the children (1 out of 5) have 3 or 4 "vulnerability traits" (95% of them are of Oriental origin); 58% have at least one, and 36% have 2 or more.

The greater the gap between the conditions of the top and bottom ten percent, the greater the difficulty in achieving equality of opportunity.

The challenge implicit in this report is not only to identify and solve the problems of allocating social services efficiently and equitably, but also to prevent the creation of a "fringe" society in terms of its ability to participate in the social processes.

The author believes it necessary to develop a system of social reporting that can provide information on the nature

and causes of changes in values and attitudes now occuring at the various social and economic strata of Israel society, develop a public consciousness and establish national priorities to recognize that such changes will ultimately determine the quality of life in the society and the nation's ability to achieve all other social, economic, or political goals.

9. RESULTS OF FINAL EXAMINATIONS IN VOCATIONAL AND TECHNICAL SCHOOLS (Academic Years 1969-70 and 1970-71)

Principal Investigator: Dr. Isaiah Gutman
Supported by: Ministry of Education and Culture

This is a statistical tabulation of grades obtained by Israel technical high school students. In lieu of BAGRUT (Matriculation) examinations, a technical high school adminsters

the GEMER examination, which covers many of the BAGRUT subjects as well as technical ones.

Summaries of test scores are forwarded to the Ministry of Education. Each school receives the examination results of its own students and their standing relative to the national norm.

10. INTERNATIONAL EVALUATION OF EDUCATION: RESEARCH ON ACHIEVEMENTS IN CIVIC EDUCATION AND ENGLISH IN THE ISRAELI SCHOOL SYSTEM

Principal Investigators: Drs. Aryeh Levi and Chanan Rapaport
Research Coordinator: Ruth Ashni
Supported by: Ministry of Education and Culture

The study examined the level of knowledge of students, ages 14 to 15, in English as a foreign language and civic

education. Twelfth grade students were examined for their English knowledge only.

The study population included students in 71 ninth grades. Half of the class was tested for English knowledge, the other half in civic education. Additionally, students in 35 twelfth grades and 2 ninth grades in Arab schools were tested for English knowledge only.

The following tests were administered: vocabulary; English reading comprehension; English language; citizenship (information) how society operates; background); attitude questionnaire, pupils' questionnaire; teacher's general questionnaire; English teacher's questionnaire; principal's questionnaire.

All data have been submitted for processing.

11. EVALUATING THE SPECIAL PROGRAMS OF JEWISH AWARENESS AND JEWISH IDENTITY

Principal Investigator: Dr. Isaiah Gutman
Research Coordinator: Adrian Tome
Supported by: Ministry of Education and Culture

The Ministry of Education and Culture established its Center for Developing Jewish Consciousness to strengthen Jewish awareness among public school teachers and through them instil that awareness in pupils and their parents.

Although a large and varied amount of program material is available, the Center lacks information on its effectiveness. As a first stage in providing such details, the Szold Institute is conducting a survey to collect the following data:

How is material on Jewish consciousness disseminated?
How much material is used?
How is it implemented?
What are the teachers' attitudes towards the material?

What suggestions do teachers and principals have?

What is "Jewish consciousness"?

The sample includes 200 fourth grades (1/3 of them with disadvantaged pupils) and 2 teachers per grade;

210 seventh grades (1/3 of them with disadvantaged pupils) and 3 teachers per grade;

210 tenth grades (high school)*, and 3 teachers per grade.

To avoid overlap, there are only one 4th and one 7th grade from each school.

Questionnaires are being sent to all participating schools. The sample includes 240 principals, who will be asked specific questions.

Analyses of answers are being made according to class, curriculum subject, sex, age, and teachers' seniority. Total is being made according to distribution of teachers and principals.

* Disadvantaged pupils are found only in grades 1-9, inclusive.

12. SURVEYING THE PROGRAM FOR SOCIAL EDUCATION

Principal Investigator: Dr. Isaiah Gutman
Research Coordinator: Adrian Tome
Supported by: Ministry of Education and Culture

This survey is being conducted for the Social Studies Unit of the Ministry of Education and Culture to determine to what extent social studies instructional material, prepared by the Unit, is being used and how effective it is.

The project is collecting the following data:

How is the material disseminated?

How much do the teachers use the material?

How do they teach social studies?

What are their attitudes towards the material?

Do they have suggestions or comments about the material?

The sample includes grades 4, 6, and 8 in 150 each government and government-religious schools, 450 teachers from each group, and 300 principals.

Researchers are developing and administering questionnaires on how the material is being used. Teachers can describe possibilities, comment, or make suggestions.

Data analysis includes computer programming. Statistics are in the form of distributions, proportions, means, and correlations between different variables.

13. VALUES IN ISRAEL EDUCATION

Principal Investigator: Dr. Chanan Rapaport
Research Coordinator: Bilha Levine
Supported by: Ministry of Education and Culture

This research study is concerned with the values to be taught to primary and post-primary school children in accordance with the aspirations of Israel's educational leaders and policy-makers, in all educational trends, including

the kibbutz movement. Investigating what values are actually being inculcated, or how, is outside the scope of the present project.

The research hypothesis states that there is a clear preference for certain values over others, and the emphasis on certain values varies with the periods.

Methods include analyses of samples of official material (circulars from the director-general, curriculums, instructional material on social studies of the *VA'AD LE'UMI* (National Council)* and the Ministry of Education and Culture from the years 1920-70, and literature written by important theoreticians on the subject of values in education.

14. HOMEWORK AND ITS PLACE IN THE SECONDARY SCHOOL SYSTEM

Principal Investigators: Drs. Yisrael Lache and Isaiah Gutman
Research Coordinator: Ruth Ashni
Supported by: Ministry of Education and Culture

As a follow-up of a 1959 survey of homework in the elementary school, the present research aims to examine anew the scope and depth of the problem of homework in post-primary schools; i.e., the attitudes of teachers, pupils, parents; the goal of homework, and recommend an efficient distribution of work between school and home.

GOALS

Stage 1: Examine current homework load.
Stage 2: Examine attitudes of teachers, parents, and students toward current homework practices.

* *VA'AD LE'UMI* (National Council) was the governing body of the Jewish community in Israel prior to the establishment of the State and was responsible, *inter alia,* for education.

SAMPLE

Academic/vocational, religious/non-religious, and coeducational/boys/girls schools; all tenth grade pupils and teachers in the Jerusalem area, together with 200 pupils whose parents are being interviewed.

TOOLS

1. Weekly lesson plans of both pupil and teacher. Pupil entries can include, for example, number and type of mathematics questions, number of pages in Bible, history, literature, etc. Teachers are asked to estimate the amount of time weak, average, and able pupils spend in preparing their homework. Pupils must indicate how much time they spend on each subject.
2. Teacher's questionnaire, in a personal interview, covers his attitudes towards the function of homework.
3. Pupil's questionnaire, administered by a member of

the school staff, concerns his attitude towards the function of homework.

4. Personal interviews with parents, on their attitudes toward homework.

DATA ANALYSIS

1. Separate statistical processing of the lesson plan of each segment of the subject population — teacher, pupil, parent — and a comparison between two populations;

2. Statistical analysis and comparisons of the questionnaires.

The four steps are being carried out on the entire sample and between the various dimensions — religious/non-religious; coeducational/boys/girls; comparisons between parents from different socioeconomic levels; comparisons between pupils and parents.

15. A FOLLOW-UP STUDY OF JUVENILE OFFENDERS

Principal Investigator: Dr. David Shichor
Research Coordinator: Shlomo Arad
Supported by: Ministry of Welfare

In 1968, Amir and Max analyzed background data of 1,339 juveniles who, before reaching their ninth birthday,* had criminal records and were known to the Israel police.

The present research project is studying the same population in an attempt to discover what has happened to those youngsters since.

There are three samples: two groups who continued to be delinquent after nine years and one group who stopped delinquent behavior at age nine.

* Age of criminal responsibility in Israel

Further follow-up and comparisons are being made on those children over nine with police records who are being supervised by probation officers or receiving treatment in correction centers.

Sources of information for this investigation include surveys of criminal career; treatment history (length of time spent in an institution, reaction to various treatment agents, cooperation of parents with treatment agencies, time lag between accusation and trial, number of appearances in juvenile courts, etc.); and personal interviews, with special emphasis on attitudes toward "significant others:" family, judges, peers, employers, probation officers, correction center workers, school, teachers, etc.

The control group consists of non-delinquent children similar to the sample in age, socioeconomic background, and parents' country of origin.

16. EVALUATING TREATMENT OF JUVENILE DELINQUENTS IN ISRAEL

Principal Investigator: Dr. David Shichor
Research Coordinator: Shlomo Arad
Supported by: Ministry of Welfare

This research study describes the treatment of juvenile delinquents in Israel and deals with suggestions and proposals regarding such treatment.

The sample includes 40 people who have contact with juvenile delinquents: correction center personnel, criminologists, police and probation officers, psychologists, juvenile court judges, youth welfare clerks, etc.

On the basis of a questionnaire prepared after a pre-test, the researchers conduct personal interviews, asking about various aspects of treating juvenile delinquents.

Interviewees differ greatly in education, experience, and specialty. Data are being collected on the theoretical background of juvenile delinquency; general treatment problems of the probation officer, correction systems; juvenile court; the police; age of criminal responsibility; delinquency prevention; definition of the young offender.

The first draft describes the prevailing ideas and criticism on treatment given by the agencies under consideration and proposals for change. Attempting to criticize or evaluate the opinions of the interviewees is beyond the scope of the present project.

This study can serve as the first step of a more extensive plan to re-evaluate more precisely some of the most important issues regarding juvenile delinquency treatment in Israel.

17. STUDYING THE LEADERSHIP IN GADNA (YOUTH CORPS)

Principal Investigator: Dr. Chanan Rapaport
Research Coordinator: Rita Sever
Sponsored by: Ministry of Defense

This is the second stage of a research study conducted first in 1969 by Dr. Rapaport and Dan Miller.

GOALS

1. Establish an appropriate system for evaluating the tasks of supervision and leadership in the Israel Defense Forces, beginning in the preparatory courses of GADNA;
2. Study the major correlates between success in the leadership training course and actual leadership functions within GADNA and after;
3. Determine the possibilities of various teaching methods for developing leadership skills at a young age, within the context of GADNA and a civilian environment.

In the first stage, the researchers studied the connections among demographic variables; success in the leadership courses; evaluation by the youths themselves of their com-

rades, leadership skills, and administered attitude questionnaires.

Emphasis of the present study is on leadership skills demonstrated by the boys and girls in an attempt to identify the qualities connected with these skills.

The principal variables include demographic background; general intelligence, attitudes and knowledge within the civilian experience; levels of moral development; subjects' self-evaluation of various traits; instructor's evaluation of the subjects and trainees' evaluation of one another with reference to the same traits; grade in the leadership training course.

Subjects are the 950 15-year old participants in *GADNA*'s 1971 summer leadership training course.

18. EVALUATING AND CLASSIFYING CANDIDATES AS SHLICHIM (REPRESENTATIVES) TO THE DIASPORA.

Principal Investigator: Dr. Chanan Rapaport
Research Coordinator: Rita Sever
Supported by: The Jewish Agency

To be a *SHALIACH** demands particular leadership qualities, special talent, and appropriate personality characteristics. A *SHALIACH* is sent to the Diaspora for a limited time to carry out varied and sometimes overlapping duties: he serves as a leader of Jewish youth groups; he coordinates local Jewish community activities: he brings young people closer to Jewish values, thus strengthening their Jewish identification.

The *MACHON L'SHLICHIM* (Institute for Emissaries), established in 1969 in Jerusalem, conducts three months'

* Delegate, emissary.

training courses for prospective emissaries. Since candidates must pass several stages of selection prior to entering the course (some are dropped even during the course itself), it seems feasible to define those personality characteristics that insure a *Shaliach's* success in working with Jewish communities abroad and develop a classification system to predict the measure of this success and weed out misfits.

Therefore, this study aims at developing tools to improve the methods of appointing and evaluating candidates on missions to Jewish communities in the Diaspora, and predicting their chances for success in strengthening ties to Judaism and Israel.

Activities include examining the course candidates and identifying the characteristics essential for future success, using as a temporary criterion a candidate's success in the course; constructing measures to follow each *shaliach's* activities and success in his assigned community; revising the previous essential characteristics on the basis of the *shaliach's* success in the Jewish community.

Variables include personal background (socioeconomic status, stability, sex); intelligence, dogmatism; moral values; ability to assume dangerous tasks; how he appears to his friends and superiors; how he perceives the role of a *shaliach* and himself in that role; personality characteristics (ability to compromise and ease tensions, articulate goals, etc.).

The sample includes all course participants at the *Machon l'Shlichim*.

19. ENHANCING THE EFFECTIVENESS OF KIBBUTZ ULPANIM*

Principal Investigator: Dr. Albert Silver
Research Coordinator: Shulamit Klaus
Supported by: The Jewish Agency

People who for years have been directly involved with *kibbutz ulpanim* are concerned about increasing their effectiveness in attracting young people to Israel and facilitating their subsequent absorption.

This research study is identifying the problem, collecting and analysing data on *kibbutz ulpanim* and their students, developing and testing alternate, innovative *ulpan* programs that can help create a more effective educational setting.

Of the *65 KIBBUTZ ULPANIM* in Israel, two are on religious and 63 on non-religious kibbutzim.**

The Ministries of Absorption and Education, the Jewish Agency, and the kibbutzim themselves participate in administering the *ulpanim*. The standard *ulpan* staff includes a director, housemother, and two teachers, and accommodates approximately 40 students. The Ministry of Education pays the teachers' salaries.

The average student is usually 19 years old (city *ulpanim* are reserved for individuals 23 years old and above) who does not always share the kibbutz' work ideology. Approximately 30 percent of the adolescents and young adults who turn up on kibbutzim have not had any prior (or proper) preparation for kibbutz living. About seven percent of the current kibbutz *ulpan* population (2,000) is non-Jewish. Close to 60 percent comes from the United States. Since many of them do not come to Israel initially with

* Ulpan (pl. ulpanim). School for intensive Hebrew language study.
** There are striking differences between these two types of kibbutzim.

definite plans to settle, but rather for short visits, often working as volunteers, they consider intensive language training irrelevant, and consequently tend to offer considerable resistance.

Loneliness is the primary problem for the young students. On the one hand, kibbutz youth in their age group are in the army. On the other, kibbutz families who for many years welcomed groups of unselected and often reluctant workers from different cultures, with strange behavior patterns and values, are now beginning to complain about intrusions on their privacy. Although they wish to participate in the national goal of encouraging *ALIYA,** they resent what they consider a system of exploitation. They are ambivalent toward the *ulpan* as a source of labor while being unable to prevent their own youth from leaving the kibbutz in ever-increasing numbers.

The research plan includes:

A. INDEPENDENT VARIABLES

1. Developing a demographic and attitudinal survey on prospective kibbutz *ulpan* students and a follow-up questionnaire (after they have completed the program) to evaluate their satisfaction with the program and innovations;

2. Determining if a relationship exists between satisfaction with a particular kibbutz *ulpan,* drop-out rates, decision to stay in Israel, and kibbutz members' attitudes towards the ulpan;

3. Classifying kibbutz *ulpanim* according to size, political/religious affiliation, economic base, education and recreation facilities, characteristics of ulpan staff;

4. Developing an Israel culture curriculum (archeology; art, including visits to museums, art schools, and villages, films; folkdancing, economics, geography, history, language, politics, religion) to be tested and evaluated on some of

* Immigration.

the representative kibbutz *ulpanim* for student satisfaction and drop-out rate and compared with a control group of kibbutzim using the present Hebrew language program;

5. Improving the selection process to help form a more compatible and cohesive group; developing a social and recreational program to provide weekly dances (both contemporary and folk), films, talent shows, plays and skits, visits to archaeological sites, discussions on current topics, etc.

Six kibbutz *ulpanim* are implementing this new program. To evaluate the effect of selected versus unselected groups on satisfaction/drop-out rates and decision to settle in Israel, four kibbutz *ulpanim* take students selected according to the new procedure, while the remaining two have students selected by the usual procedure.

6. Interviews with kibbutz members and "foster parents" (selected from three or four kibbutzim). Since it is assumed that the kibbutz attitude towards the *ulpan* influences the type of atmosphere created (warm, indifferent, or rejecting), the measure of acceptance of the kibbutz *ulpan* program is being correlated with the measure of student satisfaction, drop-out rates, and intent to settle in Israel.

B. DEPENDENT VARIABLES

1. A follow-up questionnaire of kibbutz *ulpan* graduates to measure correlation of personality background data, type of *ulpan* program, kibbutz attitudes, and final decision about settling.

Measuring and analyzing relevant factors can make it possible to determine interrelationships of some of these factors, e.g., what kind of personality is suitable for what kind of program.

20. DIFFERENT ACTION MODELS TO ABSORB IMMIGRANTS FROM DIFFERENT CULTURES AND SOCIOECONOMIC BACKGROUNDS

Principal Investigators: Drs. Tamar Horowitz and Yisrael Lache
Research Coordinator: Eva Frenkel
Supported by: The Jewish Agency

The absorption center is the first prolonged and comprehensive environment for a new immigrant to Israel. Here, he attempts to put down roots and seek significance in a new culture. The basic methodological assumption of this research study is that the absorption center as presently conceived is an all-encompassing institution; that is, a place of both residence and work. Since all individuals are in the same situation — plucked from a familiar society, living together for a certain period, in a closed society, it is possible to examine how variables present in the center influence integration into the society.

GOALS

1. Evaluate by means of a statistically significant sample the influence of the absorption center experience on the immigrant's integration into Israel society and his absorption of its culture;
2. Evaluate the influence of definite variables from this experience on integration and absorption;
3. Document the absorption center as an historical and sociological event, its general background, historical development, philosophical framework, demographic, geographic, and physical data;
4. Evaluate applied methodology and field techniques for future sociological/anthropological research.

A number of immigrants who settled immediately on their own throughout the country instead of going to an absorption center serves as the control group.

Two out of three absorption centers are experimental. In one, improvements are entered only in a few variables: ethnic composition, education, curriculum, society for children. In the second, improvements include those of the first center plus a wider arc of variables. This activity permits the researchers to evaluate the influence of definite aspects of life in the absorption center on the immigrant's absorption.

METHODS

1. First stage: Observations in controlled and improved absorption centers and immigrant follow-up.
2. Second stage: Continued follow-up of immigrants who lived in an absorption center during the first stage of the research and have already settled in different localities in the country.

Field workers administer tests and arrange for follow-up. After six months, and before the end of the second stage, each field worker spends two days per week interviewing former residents of the absorption centers. Techniques include structured interviews and brief questionnaires.

Correlations are made with the objective criteria of absorption; that is, job, permanent housing language ability, satisfaction with life in Israel.

21. ABSORBING OLDER OLIM (Immigrants)

Principal Investigator: Dr. Yisrael Lache
Research Coordinator: Betty Mann
Supported by: The Jewish Agency

Research findings have indicated that men and women, 50 to 65 years-old, and those of pension age, who immigrate to Israel, face problems of re-socialization and status re-

evaluation. They are thrust into unfamiliar situations and cultures, that demand new kinds of reactions, responses, and attitudes, and sometimes result in feelings of insecurity, anxiety, and in the extreme, psychotic behavior.

Since 1967, a very high percentage of university graduates and professionals, who had known both status and relatively high living standards in their countries of origin, immigrated to Israel. Immigrants from Eastern Europe cannot return "home" if they are not satisfied with life in Israel. For those in their middle and late years, the problem is even more acute, since they have no pension rights anywhere. When they begin to feel sorry that they came, absorption into Israel society becomes that much more difficult. For an older professional from the United States or Canada, the problem, albeit different, is no less severe.

To develop viable absorption techniques and facilities for immigrants in the older age group, it is necessary first to determine the nature of the absorption problems as perceived by those experiencing such problems. Therefore, this research study proposes to investigate those variables contributing to a successful absorption of mature immigrants. Results will help modify current approaches to, and investigate innovations in, immigrant absorption.

The first stage is being devoted to developing investigative instruments and describing the current status of 50-65 year-old (and over) immigrants, with middle-level professional training. The disparity between expectation and reality is being investigated together with the sources of such expectations.

Variables include motives and preparation for immigration; social, political, and professional expectations in Israel: finding work; perceptions of professional attainment, environmental status, and living conditions; culture shock.

Subjects include three groups of 50 immigrants each from Poland, Rumania, and the Soviet Union, who immigrated to Israel between January 1968 and June 1970. To

enrich the data 150 American and Canadian professionals and 50 pensionnaires make up a comparison group.

Data are being collected from pre-tested questionnaires administered to each subject in his own language and subjected to multiple correlation techniques, together with personal information and objective evaluations of professional success.

The different Eastern European groups are being compared with each other as well as with the Americans and Canadians. Differences that may be found can serve as a basis for future studies of immigrant absorption, not only in Israel but in other countries also experiencing high immigration rates.

Research will take approximately two years. Criteria of succesful absorption will be defined, and variables correlating highly with successful absorption determined.

22. MERK'ZEI NOAR (YOUTH CENTERS) AS A LEARNING AND SOCIAL VEHICLE FOR CHILDREN WITH DIFFICULTIES IN SOCIAL ADJUSTMENT AND LOW LEARNING ABILITY

Principal Investigator: Dr. Albert Silver
Research Coordinator: Eva Frenkel
Supported by: The Jewish Agency

MERK'ZEI NOAR are vocational training centers for low-achieving children, ages 11-17. Pupils spend from 8 a.m. to 4:30 p.m. at the Center, learning general school subjects for three hours, while the rest of the time is devoted to vocational training. Youths receive individual attention from the Center's teachers, counselors, and housemothers.

GOALS

1. What is the pupil composition of *Merk'zei Noar* in terms of socioeconomic status and personality characteristics?
2. Do the pupils' learning difficulties stem from their personality, adaptation problems, cultural deprivation, or low intelligence?
3. What do the pupils expect from the *Merk'zei Noar?*
4. Will the pupils be able to enter the labor force when they finish the course or are they receiving only prevocational training?

There is also a follow-up of students who have finished the *Merk'zei Noar* course.

Four *Merk'zei Noar* are being investigated. The researchers are collecting demographic data on pupils; studying results of group and individual intelligence and group achievement tests, pupils' previous behavior, teacher-pupil attitudes; measuring students' attitudes toward their teachers, studies, vocational subjects, the Center, their family

and friends; how they see their future in the army, and their self image.

The data collected will be compared with those from a control group in an educational setting as similar as possible to the *Merk'zei Noar*.

23. PARTICIPATION OF THE DEVELOPMENT AREAS' ADULT "SECOND GENERATION" IN RELIGIOUS STUDIES

Principal Investigator: Dr. Isaiah Gutman
Research Coordinator: Ruth Ashni
Supported by: Ministry of Education and Culture

While a large segment of the development area population continues its tradition of religious studies, there are indications that "second generation" adults, who came to Israel as youngsters, do not share their parents' attitudes towards religious studies.

This research project is collecting data from adult and second generation residents of development areas on the extent of their participation or non-participation in such studies, and offering suggestions to help the Department of Religious Studies in the Ministry of Education and Culture improve its activities in this area.

There are two types of questionnaires, one for participants and another for non-participants.

The total sample of 200 persons includes 100 each from urban and rural areas: 50 each religious and non-religious persons in each locality, and 50 each participants and non-participants in each locality.

Data analysis includes comparison of variables of religion, rate of participation in studies, type of locality.

24. MOTIVATING FEMALE STUDENTS TO STUDY TECHNOLOGICAL SUBJECTS (ELECTRONICS AND FINE MECHANICS)

Principal Investigator: Dr. Rami Carmi
Research Coordinator: Adrian Tome
Supported by: Ministry of Education and Culture

The present lack of a professionally trained labor force to meet Israel's increasing demand for workers in her growing electronics and mechanics industries is harmful to the country's economy and security. Since these are suitable occupations for women and girls, they could be encouraged to train for them. This research study is examining the attitudes held by girls and their parents toward technical subjects, to determine the most effective means of changing such attitudes, if necessary, so that more girls will choose technical careers.

Approximately 300 educational institutions offer opportunities for vocational and/or technical training. Of a total enrollment of 55,635 pupils in these schools, 23,102 are girls.* Locations of these schools and female distribution figures are as follows:

Jerusalem	2,649
Beer Sheva and the south	3,731
Tel Aviv and the center	10,660
Haifa and the north	6,062

The study sample includes 70 female students each in grades 8 and 11, before and after they decided on a specific vocational career, of both vocational schools and academic institutions with a vocational sector.

* 1970-71 academic year figures. 1972 figures are not yet available.

Information gathered during the first stage of the research includes the following:

What factors (family, school, social milieu, their own attitudes) influence a girl's choice of a technical career?

What educational opportunities are available for girls who want to study technical subjects?

What future do girls have for employment in their neighborhood when they complete their studies?

The study is also investigating the image of the different technical occupations (deterrent or encouraging factors); the girl's self-image as a technical worker; her image as perceived by her family, friends, etc.

As the main research tool, the questionnaire covers the following:

Why did the girls choose such a career?

What alternative vocational choices did the girls have?

Did they experience any particular problem or difficulty in the classroom?

How do they perceive their employment?

How do their parents and social environment (peers and others) perceive such employment?

How do they foresee their personal and economic future within their family, vis-à-vis their husband, after they finish their studies?

Similar information is being collected from a small parent sample:

How do they perceive women working in technical occupations?

How do they perceive their daughters' future in economic and personal terms?

Data analysis considers parents' country of origin; girls' birthplace; sociocultural level; parents' occupation; attitudes towards technical careers and the girls employed in these professions.

Findings can help determine the extent of correlation between parental and filial perception of the vocation; paren-

tal and student perception of the vocation; daughter's self-perception and parental perception; daughter's perception of parental attitudes towards technical careers and a girl employed in that field.

Preliminary data constitute the basis for the project's second stage, whose goals are:

Changing the image (if advisible), of the technical occupations as they appeared in the first stage; making more acceptable the image of a girl choosing or working in technical fields; finding effective means of changing the attitudes of girls about to choose technical courses and, if possible, of their parents towards technical careers (if the first stage indicated they were negative).

Additional research tools for stage two may include film strips, plant visits, lectures by men and *women* employed in technical professions.

Although the second stage of the research program is not

yet completed, the inflence of age differences, country of origin, psychological and social factors in determining which girls are likely to take advanced study in technical subjects and plan on teaching or working in their specialization will be examined.

25. INTERNAL RELATIONS IN A FACTORY SETTING: THE ROGOSIN FACTORY IN ASHDOD

In Charge of Research: Todd Jick
Consultant: Dr. Daphne Israeli, Tel Aviv University
Supported by: Rogosin Factory

After having suffered a number of crises during the past year, the Rogosin Factory in Ashdod is now seeking a better understanding of the human dynamics of its problems.

This research describes and analyzes the most important social variables within a factory setting through the eyes of both workers and management and proposes appropriate adjustments based on an evaluation of the personalities involved. The research is anthropological in method and therefore concerned with the particular social context as seen by both factory participants and researchers conducting participant observation.

Specific investigative techniques include: 1) intense observation by the researchers of *VA'AD HA'OVDIM* (Workers' Council) meetings, management discussions, work activities; 2) general sampling of workers and management about internal relations and personal goals; 3) in-depth interviews with selected employees.

Initially, researchers are gathering information on factory history, employees' absenteeism/tardiness, turnover, average salary, ethnic background, and occupational rating,

and conducting interviews with social workers, family members, and former employees. To focus some of this information, a "social map" of the factory is being designed.

The following issues are being considered, according to their importance in Rogosin:

1. What is the nature of problems in the factory? What are the temporary and more permanent solutions? How does this affect the overall efficiency?
2. Which are the informal groups and who are the leadders? How does the power structure function? Are adjustments necessary in this area?
3. How do labor and management relate to each other in terms of interests and responsibilities?
4. What is the relationship between the world of the factory and the town; between intra-factory and community friendships (including family pressures, social milieu, immigrant absorption)?
5. Are groups of workers divided according to differences in ethnicity, age, seniority, status? How does this affect work relations?

The interest groups and internal relationships of the Rogosin Factory seem to be distinctive from other factories. Although the background of the workers (predominantly North African and Georgian) may indicate singular problems, we hope that the results of this study will be helpful to all factories concerned about the diverse interests and desires of their employees and at the same time serve as a basis for improved labor-management relations at Rogosin.

26. SURVEY OF WORKING METHODS OF GUIDANCE COUNSELLORS AND EDUCATIONAL PSYCHOLOGISTS: THEIR JOINT ACTIVITIES AND RELATIONSHIPS WITH OTHER SCHOOL EMPLOYEES

Principal Investigators: Dr. Sarah Smilansky and Yael Froelich
Supported by: Ministry of Education and Culture

The growing need and extension of psychological services make it necessary to investigate the present situation and collect recommendations from interested parties with a view to improving their work and making it more effective. Although some teachers do need help and the guidance counsellors and educational psychologists are interested in giving it, collaboration between them is not always effective, and their duties are not adequately defined. Lack of effective communication between counsellors and psychologists and between them and other school employees makes it difficult for each one of the interested parties to allocate his time efficiently. In view of the widespread complaints by guidance counsellors, educational psychologists, and

other school employees about duplication of efforts in the area of educational psychology, it is important to delineate each one's functions clearly, and describe in greater detail the kind of training desirable for this type of work, and their expectations for a desirable working situation in this area.

The objective data and recommendations will permit an exchange of ideas among the various workers in this field and will form the basis for planning more effective work methods and collaboration, defining duties, listing qualifications, and briefing universities and seminaries in training guidance counsellors, educational psychologists, and future teachers.

GOAL

Collect objective data about guidance counselors and educational psychologists and their working methods:

1. Who are the workers? What kinds of tasks do they perform? How much time do they devote to certain areas? How are children referred to them? What are the systems and tools for testing and treating? etc.

2. What are the extent and manner of collaboration between various school employees and guidance counsellors and educational psychologists, and between the former and the children and their parents? What are the advantages and/or disadvantages of this relationship? Are there any special difficulties?

3. How do guidance counsellors and educational psychologists perceive their own role and that of other school employees?

4. What are the opinions and recommendations of guidance counsellors and educational psychologists about their function, desirable work methods and cooperation, and the requirements they must fulfill? What does each side expect of the other and how can these expectations be fulfilled?

5. What do guidance counsellors and educational psy-

chologists think about the kind of university training available in these fields?

HYPOTHESES

The following conditions make for successful collaboration:

1. There should be effective communication between counsellor or psychologist and his client. Referrals should receive direct answers to their questions in language they can readily understand.
2. Workers in the field of educational psychology complement each other. To enable them to do so, they need proper training; a clear definition of their duties; a self-image that is suitable to the demands of their role; and proper coordination to eliminate duplication of effort.
3. Adequate budget, sufficient time, suitable working conditions.
4. A readiness to receive and implement appropriate innovations.

Exactly the opposite conditions are reasons for failure:

1. Lack of cooperation, defined as competition (the question of who will help the child or his parents can become one of prestige).
2. Breakdown in communication.

SAMPLE

Sixty each guidance counsellors and educational psychologists who are working together, and a sample of teachers in the same schools where the counsellors and psychologists are working.

TOOLS

1. Objective questionnare, asking details about place of work; distribution of time; methods of referral, testing; types of treatment; relation with child's family;

self-image; how others see him; views on his profession and its definition.

2. Opinion questionnare, asking for subject's opinion about each part of the objective questionnaire, in addition to his views on problems of proper training.

The researchers have differentiated between the questionnaires so that the subjects could address themselves to facts without being influenced by their opinions about what is desirable and their opinions would not be influenced by the daily routine and its limitations. The questionnaires contain similar questions for all interested parties, to permit a comparison among workers on the subjects being examined, as well as specific professional questions. The researchers have attempted to include within the questionnaire, since it is the principal research tool, those areas referred to in the hypotheses; namely, characteristics of the staff, their attitudes and approaches to the present situation, what is desirable in the future, definition of functions, self-image, training, distribution of time, and problems about joint activities.

*

The questionnaires have already been administered to a pilot group of three individuals from each profession with a view towards examining the questionnaire further and making changes, if necessary.

Objective and opinion questionnaires will be given two weeks apart, in two separate meetings, but under the same conditions. There will be individual interviews with a sampling of guidance counsellors and educational psychologists who have filled out the questionnares.

Data processing will begin after the questionnaires have been collected. Comparisons will be made among objective and opinion questionnaires, among objective questionnaires, and among opinion questionnaires for each professional group.

Methods will include quantitative and qualitative processing; analysis and interpretation of results; discussion, conclusions, suggestions, and finally, summary.

27. ISRAEL INFORMATION RETRIEVAL CENTER OF RESEARCH IN THE BEHAVIORAL SCIENCES

Coordinators of the Center: Shoshana Langerman and Dr. Ilya Stanciu

Designed to fill a void in the area of research information and permit an uninterrupted flow of vital scientific information to research scholars and the academic community, the Center is gathering and disseminating all materials — data, tools, techniques — relating to current and past research in Israel, on the behavioral sciences, including anthropology, economics, education, mental health, political science, psychology, social medicine, social work, and sociology.

Researchers are invited to supply final reports of studies or progress reports of current research. Subject to their approval, their research forms and techniques are made available to research scholars and students. Originators of such research tools specify whether their material is available for a fee, gratis, or exclusively for deposit in the Center's archives.

Within the framework of the Retrieval Center, a "data bank" of magnetic tapes will be established so that the information can be preserved and adapted to serve as a basis for future research studies.

Summaries of on-going and/or completed research studies, in both Hebrew and English, first appeared in the December 1971 issue of *MEGAMOT*, and continue to be included in subsequent issues.

In addition, a more comprehensive and detailed survey of educational research studies conducted in Israel during 1971-72 has recently been published by the Institute.

28. SURVEY OF WORLD EDUCATIONAL LITERATURE

Principal Investigator: Miriam Glickson
Supported by: Ministry of Education and Culture

This is an on-going activity, concerned with editing and publishing a quarterly on contemporary education problems and subjects as reflected in literature and professional journals.

Articles are abstracted under general headings and the information is adapted to suit the outline or subject. Data from the same article may appear more than once in the survey. Similarities and/or dissimilarities in approaches to the central and secondary subjects and relevant items are compared.

Subjects covered to date include:

1. EDUCATION AND SOCIAL CHANGE: different ideas about ideal and possible interactions between the educational process and social change in both affluent and developing nations; problems of religion and education in a developing society confronted by secularism.

2. EDUCATION AND SOCIAL CRISIS: educational problems and race relations in the United States; problems of educating and counselling disadvantaged pupils; drug usage among youth; youth rebellion (hippie/beatnik movement, the new left, university revolt).

3. ORGANIZATION AND METHODICAL CHANGES NECESSITATED BY SOCIAL CHANGE: educational reform in

Europe; comprehensive schools in England and the United States; teachers' problems (their feelings toward the profession; their success as teachers; status; attitudes toward parents and children; unions); universities in the light of professional and technological needs, social pressures; relations with authorities.

4. PROGRAMMING AND TECHNOLOGY IN EDUCATION: programmed instruction in the Soviet Union and the west; computers; achievements; innovations and problems; social and humanistic projections.

5. BEHIND THE IRON CURTAIN: education in the context of government-ideology-culture in the Soviet Union and satellites; education in the Soviet Union.

6. EARLY CHILDHOOD CARE AND EDUCATION: challenges of health, nutrition, welfare, and education components; environmentally-caused problems (mortality, malnourishment, parents' difficulties, cultural differences); institutionally-related problems (hospitalization, adoption, institutionalization); family and environmentally-directed treatment, foster care; activities in the United States; experiments, training of auxiliaries; problems in research on achievements.

Projected collections will cover curriculums and teacher training.

PROPOSED RESEARCH PROJECTS

Follow-Up on Flexibility in the Israel Educational System

General Guidelines for Investigating Prisoners' Families

Evaluating the Influence of Sports on Youth in Distress

Methods of Bringing Youth and Army Veterans Closer to the Community Library

Short-Term Projects to Prevent School Problems for the Disadvantaged

Changing the Approach to Education among Teachers' Seminary Students

The Mental Development of Israeli Children: A Comparative Study

Community Action Project to Provide Play Operations

Problem Youth in Development Towns

Action Research Project to Develop Leadership Capacities among Youth

Styles of Living in Israel

A Study of Individual Success in Conditions of Environmental Deprivation

Integration of Arab and Jewish Youth in a Community Center Program Geared to International Understanding

Survey of Pre-Immigration Expectations of Russian Olim

Investigation of Factors Affecting the Recovery and Rehabilitation of Israel Defense Forces' Amputees

Comparative Plan for Determining Preventive and Rehabilitative Mental Health Needs and Services in Israel and for Developing and Implementing a Master Mental Health Plan

Investigation into Teaching the Hebrew Language via the Television Medium Method as Developed by Professor Zvi Abbo

Utilization of Modified Operant Techniques for Small Group Instruction with Children in Need of Cultural Enrichment

Deferred Reading and Writing Instruction for Children of Culture-Conflict Families

RESEARCH REPORTS*

July 1970 — October 1972

Amir, M., and Max, D. *Irregular Attendance in Elementary Schools.* Report No. 135, Publication No. 482.

Doron, R. *Part II: A Follow-Up of Female Graduates of Three- and Four-Year Vocational Schools.* Report No. 141, Publication No. 488.

————. *Similarities and Differences between Treatment and Remedial Classes for Emotionally Disturbed Children.* Report No. 147, Publication No. 497.

————. *A Survey of the Use of Audiovisual Aids in Secondary Schools.* Report No. 145, Publication No. 495.

Glickson, M. *Some Aspects of "Non-Conventional Methods" of Education in Israel.* Report No. 137, Publication No. 484.

Gutman, I., and Arad, S. *Part I: A Follow-Up of Male Graduates of Three- and Four-Year Vocational Schools.* Report No. 141, Publication No. 488.

Gutman, I., and Doron, N. *Motives of Post-High School Applicants to the External Matriculation Examinations.* Report No. 140, Publication No. 487.

Gutman, I., Kaniel, S., Gur, A., and Well, D. *Experimental Research on the Effect of Grouping (according to pupil's level of ability) on Cognitive and Psychosocial Development.* Report No. 150, Publication No. 500.

Habib, Y. *Children in Israel: Some Social, Educational, and Economic Perspectives.* Report No. 168, Publication No. 518.

Horowitz, T., Cialic, M., and Hodara, J. *Volunteers for Israel*

* available from the Henrietta Szold Institute, 9 Rehov Colombia, Kiryat Menachem, Jerusalem. Tel. 62401

in the Wake of the Six-Day War; Their Motives and Work Careers. Report No. 127, Publication No. 473.

Horowitz, T., and Frenkel, E. *Examinating Educational Achievements and Learning Motivation in the MERHAVIM Region.* Report No. 163, Publication No. 514.

———. *Semi-Vocational and Vocational Frameworks for Low-Achieving Youth.* Report No. 157, Publication No. 509.

Langerman, S., and Stanciu, I. *Research Studies in Education in Israel, January 1971 to March 1972.* Publication No. 520.

Levy, A., and Horowitz, H. *Models for Investigating Educational Achievements in the Field of History.* Report No. 153, Publication No. 505.

Nitzan, E. *The Construction of a Visual-Figural Aptitude Test.* Publication No. 493.

———. *Vocational Schools: Relation of Curricula to Needs in the Field of Chemistry.* Report No. 148, Publication No. 498.

———. *Vocational Schools: Relation of Curricula to Needs in the Fields of Commerce, Banking, and Management.* Report No. 142, Publication No. 489.

Rakover, S., Yanon, Y., and Arad, R. *Degree of Conformity to Religious Standards of Adolescent Girls.* Report No. 134, Publication No. 481.

Rapaport, Ch., and Jedlicki, W. *Social Planning and Research: Some Implications for Mental Health.* Report No. 152, Publication No. 503.

Shai D. *Neighborhood Relations in an Immigrant Quarter.* Report No. 149, Publication No. 499.

A Summary of Final Examination Results, Academic Year 1968. Report No. 155.

Zomer, D. *Frequency and Use of Aids in Post-Primary Education.* Report No. 162, Publication No. 513.

RECENT PUBLICATIONS

MEGAMOT*
BEHAVIOURAL SCIENCES QUARTERLY

Volume XVII, No. 1

January 1970

Hofmann, John E. "The Ethnic Identity of Jewish Youth in Israel"

Ben-David, Joseph, and Collins, Randall. "A Comparative Study of Academic Freedom"

Levin, Yoseph, and Nevo, David. "An Evaluative Study of Selection Procedure for Boarding Schools"

Kugelmass, S., and Lieblich, I. "Ethnic Differences in Psychophysiological Response"

Marx, E. "Violence by Individuals in a Development Town"

Suchman, Edward A. "Intervention and the 'Intervening' Variables: A Conceptual and Methodological Model for Evaluative Research"

Lewy, Arieh. "Achievements of Seventh-Grade Pupils in Science in Schools of Various Types"

Critical Notes

English Summaries

Volume XVII, No. 2

April 1970

Bruner, Jerome E. "On the Nature of Early Learning"

Horowitz, D., and Lissak, M. "The Yishuv as a Political Society"

Doron, Rina. "The Use of Metric and Non-Metric Techniques in Guidance and Selection of Candidates for Higher Education"

Chen, Michael, Shapira, Rina, and Hausdorff, Henry. "Acquaintance with Israelis and Attitude Changes among Foreign Students in an Israeli University"

* Yearly subscription: IL 12 or U.S. $5
Single copy : IL 3.50 or U.S. $1
(Prices include postage and delivery)

Order from Henrietta Szold Institute, 9 Rehov Colombia, Kiryat Menachem, Jerusalem. Tel. 62401

Rakover, Sam S., Yanon, Yoel, and Arad, Rivka. "The Compliance to Religious Standards among Female Students of Orthodox High Schools"
Amitay, Avraham. "Achievement Motive and Level of Performance in Unstructured Tasks"
Ron, Avraham. Comments
Benyamini, Kalman. Book Review
English Summaries

Volume XVII, No. 3

November 1970

Eisenstadt, S.N. "Changing Patterns of Modern Political Protest and Center"
Lieblich, Amia. "Gestalt Therapy"
Chen, Michael, and Pincus, Chasya. "The Social Integration of the Newcomer Pupil"
Shokeid (Minkovitz), M. "Social Network, Economic Incentives, and Changes in Conjugal Roles"
Peres, Y., and Yuval-Davis, Nira. "The Influence of the Education Provided for Arab Pupils in Israel"
Amir, Yehuda, Sharan, Shlomo, and Preale, Ilana. "Perceptual Articulation, Socialization Patterns, and Task Effectiveness"
Raphaeli, Nimrod, and Mishal, Shaul. "Some Problems of Field Research in a Refugee Camp"
Eson, Morris E. Book Reviews
English Summaries

Volume XVII, No. 4

February 1971

Rosenov, E. "Ideology, Utopia, and Student Movement"
Scolnicov, Samuel. "Education and Non-Education"
Lamm, Z. "Discrimination between Education and Non-Education — What For?"
Benyamini, K., and Klein Z. "The Educational System and Mental Health"
Guiora, Alexander Z. "The Clinical Process and Its Inquiry"
Sharon, M., and Shanan, J. "Educational Responsibility among Israeli Parents"
Meir, Elchanan I., and Camon, Anye. "The Relationship between Interests and Choice of Trend in Academic Secondary Schools"
English Summaries.

Volume XVIII, No. 1

July 1971

Deshen, Shlomo. "The Varieties of Abandonment of Peligious Symbols: Changes in Ethnic Synagogue"

Togovrnik, Efraim, and Weiss, Shevah. "Local Non-Party Political Organizations in Israel"

Doron, Avraham. "On the Nature of Income Maintenance Services"

Lissak, Moshe. "The Military Profession in Developing Countries"

Karni, Eliezer, and Levin, Yosef. "Some Properties of the Multiple Correlation in Three Variables"

Nisan, Mordechai. "Programmed Instruction in Arithmetic in Disadvantaged Classes"

Amir, Yehuda, Sharan, Shlomo, and Kovarsky, Yaacov. "Birth Order, Family Structure, and Avoidance Behavior"

Book Review

English Summaries

Information Retrieval Center of Research in the Behavioral Sciences

Volume XVIII, No. 2

December 1971

Steinitz, Ruth. "Are Racial Differences in Intelligence Hereditary?"

Salomon, Gavriel. "Training of Mental Processes: A Suggested Procedure for Experimental Research"

Litwin, Uri. "The Allocation of Resources in Education in the Light of Pupils' Achievements in the *SEKER* Examination"

Rim, Yeshayahu, and Zeidenross, Hadassah. "Children's Personality and Social Behavior as a Reaction to Pressure from Peer Groups and Adults"

Deshen, Shlomo. "Ethnicity and Citizenship in the Ritual of a Synagogue of Tunisian Immigrants"

Sharan, Shlomo, and Weller, Leonard. "Classification Patterns of Under-Privileged Children in Israel"

Roznov, Eliahu. "On the Essence of 'Ideology'"

Ziv, Avner, and Shchori, Hanah. "Estimation of Sociometric Status on the Basis of Human Figure Drawing Tests"

Research Notes

Book Review

Information Retrieval Center of Research in the Behavioral Sciences

English Summaries

Volume XVIII, No. 3

May 1972

Elkana, Yehuda. "Science, Philosophy of Science, and Science Teaching"
Kaspi, Moshe, and Stahl, Avraham. "The Disadvantaged Child in Israel 1973"
Adler, Chaim. "The Student Revolt: A Special Case of a Youth Culture"
Amir, Shmuel. "Extension of the School Year in Primary and Secondary Education"
Osterwel, Zahava, and Greenbaum, Charles W. "Attitudes of Jews toward Arabs: A Comparison of Three Measurement Approaches"
Lifshitz, Michaela. "Locus of Control and Behavior of Normal and Problematic Pre-Adolescent Kibbutz Children"
Research Notes
Book Review
Information Retrieval Center of Research in the Behavioral Sciences
English Summaries

B' AD V' NEGED

A MAGAZINE DEALING WITH POLITICAL AND SOCIAL TOPICS

1970

No. 37
Histadrut Jubilee
Poem for Peace
Youth Movements in the Test of Time
Science and Ethics

No. 38
Zionism in our Day
Package Deal
The Intellectual as a Critic of Society
Student Councils

No. 39
Who is a Jew?

No. 40
Government of National Unity
Gymnasts — War and Peace
Destruction of the Environment

No. 41
Education for Humanity in Time of War
Denying Passports to Israel Citizens
The Aged in an Affluent Society
Women's Rebellion

No. 42
Women's Rebellion (cont.)
Do not Rejoice at Your Enemy's Downfall
Denying Passports to Israel Citizens (cont.)
The Aged in an Affluent Society (cont.)

1971

No. 43
Zionism for the Seventies
The Emigres' View of Israel
Witch Hunting
The Role of Personality in History

No. 44
Jews of Broken Silence
Violence
Poverty in Israel

No. 45
Black Panthers
Beautiful Scenery or a City for a Great King
International Guarantees for Israel
Security Considerations and Academic Freedom

No. 46
Is Egypt Facing Peace?
Sins of War
"The Bastards" Affair
Hit Parade

1972

No. 47

A Refuge of all Jews
The Football Crisis
German Culture Week
Strikes and Legislative Agreement of Labor Relations in Israel

THE YOUTH LEADER'S LIBRARY

Digest of Activities, No. 2 and No. 3

THEN
SHALT THOU ENQUIRE,
AND MAKE SEARCH,
AND ASK DILIGENTLY;

DEUTERONOMY 13 15